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MINDPOWER IN MASSACHUSETTS

Condition of Higher Education 1999

Community College Supplemental Report

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His Excellency Argeo P. Cellucci and Members of the Great and General Court:

We are pleased to present the Massachusetts Community College supplement to the Board of Higher Education's report on the *Condition of Higher Education.* Individuals from all fifteen community colleges developed performance measures and collected and analyzed the data shared in this document.

The report addresses the same nine questions as the *Condition of Higher Education* report, based on the nine accountability measures established by the Massachusetts Legislature. It presents an exciting picture of a community college system that reaches out into every aspect of community life, from the public K-12 schools, to adult education, to workforce development. It documents the strengths of our community college system and highlights the exciting initiatives taking place around the Commonwealth.

We are proud of the accomplishments of our community colleges and look forward to using this report to build on our strengths and create an even stronger, more vital system.

Sincerely,

Barbara Viniar

Barbara Viniar
President, Berkshire Community College
Chair, Massachusetts Community College Presidents Council

INTRODUCTION

THE UNIQUE ROLE OF MASSACHUSETTS COMMUNITY COLLEGES

The Massachusetts Community College mission statement states that "...the Community Colleges open pathways to baccalaureate education and to careers and career advancement. Their broad mission encompasses degree and certification programs, training for business and industry, serving as a resource for solving community problems, and enriching the quality of people's lives. Rooted in their communities, these colleges are open-admission institutions dedicated to serving an academically, economically, and culturally diverse population."

A wide range of courses and programs

Collectively, the state's 15 community colleges offer more than 150 associate degree programs, 100 certificate programs and literally thousands of credit and non-credit courses ranging from business, computer science, engineering technology, health care and human services to liberal arts and science. These programs prepare students to transfer to four-year institutions or enter the workforce.

Access is central to the mission

Virtually every Massachusetts resident lives within a 25-mile radius of a community college. Community colleges can and do serve adults as well as traditional age students; more than half of all community college students are over 24 years of age or older. Many students are working adults who wish to acquire skills needed to advance on a career ladder. Community colleges also serve significant numbers of minority citizens and new immigrants. The vast majority of community college students are the first in their family to pursue higher education.

Flexible pathways support student goals

Community college students have diverse educational goals. Some seek only to complete one or two courses in order to acquire the skills needed to enter the workforce. Others see an associate degree as the first step on the path to a bachelors degree or even graduate school. It is not unusual for community college students to "stop out" for a semester or two when family or job responsibilities change. Some working adults who take one course a semester may require six, seven or even ten years to complete their degree. It is estimated that approximately 20 percent of the students enrolled in community colleges have already earned a bachelors degree. They enroll at institutions close to where they live and work in order to update their skills or prepare for new opportunities.

Training the Commonwealth's workforce

The expertise and facilities that enable community colleges to provide high quality associate degree and certificate programs also enable them to provide a variety of customized workforce development initiatives. Offerings range from structured programs sponsored by the Department of Transitional Assistance which serve clients in need of marketable skills to highly sophisticated training in applications of cutting edge technology. Community colleges work with business and industry to develop and provide corporate sponsored programs. In 1997 more than 600 companies entered into training partnerships with one or more of the community colleges.

Partnerships and collaboratives maximize opportunities and resources

Community colleges often sponsor and regularly participate in programs that enrich the secondary schools in their service areas. All of the community colleges are active participants in Tech Prep collaboratives and School to Work Partnerships. Joint admissions programs with the state colleges and University ensure a seamless path for students who complete specific associate degree programs. Articulation agreements provide similar opportunities and assurances for students who transfer to independent colleges. Other initiatives bring together several community colleges in order to expand services, share expertise, capitalize on capabilities or use resources more effectively.

CONDUCTING A SEGMENT-WIDE ASSESSMENT

This report provides a segment-wide assessment of the community colleges, based on a set of nine performance accountability measures established by the Legislature. The report is organized around a set of nine questions, with one for each accountability measure. The report is designed as a complement to the Massachusetts Board of Higher Education's *Condition of Higher Education* report.

The Legislative Mandate

In 1997 the legislature mandated a performance measurement system to " . . . measure the achievements and expected outcomes of the Commonwealth's system of public higher education . . . " The legislation called for the establishment of separate task forces for the state colleges and the community colleges. In September 1997 the community college task force was named and in October the group held its first meeting. The Task Force drew heavily on the working group of community college administrators who had been working on issues related to institutional effectiveness during the previous year.

The Performance Measurement Task Force first drafted the questions that would form the basis of the inquiry. Next the group agreed upon a series of performance indicators that would provide evidence of performance. Data definitions, data sources and collection methods were determined. When possible, the group agreed to use data included in other reports, such as the federal Integrated Postsecondary Education Data System (IPEDS) reports, in order to ensure the accuracy and comparability of data elements.

In its earliest discussions, the group agreed that quantitative data alone would not provide an accurate measure of performance in several of the standards. The number of programs provided, people served, partnerships maintained or collaborative projects launched does not adequately describe the quality of services provided, the impact of those initiatives or the scope of the undertaking. Consequently each college was asked to highlight initiatives related to partnerships with other colleges, projects that support K-12 and community service initiatives.

This report presents the findings of the task force. It provides quantitative and qualitative data which can be used to determine how effectively the community college segment is addressing each of the nine accountability objectives. It also provides a baseline to evaluate future efforts to enhance performance.

Legislative Accountability Measures and Clarifying Questions

Nine Questions Used in the Massachusetts Community Colleges Supplement to the *Condition of Higher Education* Report

	Legislative Accountability Measures	Clarifying Questions
Objective 1	To make public higher education more affordable	Are Massachusetts Community Colleges Affordable?
Objective 2	To improve student access and achievement	Are the Massachusetts Community Colleges Improving Student Access and Achievement?
Objective 3	To recruit qualified students	Do Massachusetts Community Colleges Recruit Qualified Students?
Objective 4	To respond to specific needs of the workforce as defined by business and industry	Do Massachusetts Community Colleges Respond to the Specific Needs of the Workplace as Defined by Business and Labor?
Objective 5	To provide policy research addressing the needs of the Commonwealth and local communities	How Do Massachusetts Community Colleges Improve the Quality of Life in the Communities They Serve?
Objective 6	To ensure cost-effective use of resources and to manage campuses as effectively as possible	Do the Massachusetts Community Colleges Use Their Resources in a Cost-Effective Manner and Manage Their Campuses Effectively?
Objective 7	To promote collaboration in higher education among the campuses and with the independent sector	Are the Massachusetts Community Colleges Collaborating with Other Public and Independent Colleges?
Objective 8	To support K-12 programs	Do the Massachusetts Community Colleges Support the Commonwealth's K-12 System?
Objective 9	To support maximum fund raising from private sources	Are the Massachusetts Community Colleges Securing Additional Funding from Private Sources?

OBJECTIVE ONE

ARE MASSACHUSETTS COMMUNITY COLLEGES AFFORDABLE?

Over the past several years, Massachusetts has demonstrated a commitment to making public higher education more affordable through increases in state support and financial aid. At the community colleges, increased state support has resulted in a 7 percent decrease in tuition and fees, from $2,474 in the fall of 1994 to $2,293 in the fall of 1998. An infusion of increased financial aid by the Commonwealth has further helped students offset the cost of education.

State support for community colleges

In FY 1998, the Commonwealth provided a total of $186,515,273 in operational funding for the fifteen community colleges. This state support provided 49 percent of the revenues that operate the community colleges. The level of state support varies among the community colleges, with the percentage of total revenues provided by the Commonwealth ranging from 36 percent to 58 percent. Other sources of revenue to the colleges include tuition and fees for non-credit courses and grants and contracts for community programs, workforce development activities, and special projects.

Tuition and Fees at Massachusetts Community Colleges, FY 1995 and FY 1999

Source: Integrated Postsecondary Education Data System (IPEDS)

State Support for Community Colleges

State Support as a Percentage of Total Revenue, FY 1998

	Total revenue from all sources	State support: Total operational funding provided by the Commonwealth	Percentage of total revenue provided by the Commonwealth
Massachusetts Community Colleges	$377,653,939	$186,515,273	49%

Source: Board of Higher Education (BHE) Budget Worksheets

Cost to students

There is a direct relationship between state support and student costs. As state support has increased over the past several years, the share of educational costs paid by students has decreased from 38 percent in FY 1996 to 36 percent in FY 1997 to 32 percent in FY 1998 to a projected 28 percent for FY 1999. Community college students pay a smaller share of the cost of education than do students at the University of Massachusetts or the state colleges, as shown in the graph to the right. The Board of Higher Education has established a goal that community college students will pay no more than 25 percent of the cost of education and resident students at the four-year institutions will pay no more than 33 percent. The Board projects that the system will achieve this goal by the year 2002, as long as there is continued state support.

Percentage of Total Educational Costs Paid by Resident Public College Students (Projection for FY 1999)

Source: BHE Budget Worksheets, using BHE calculation methods

Financial assistance for students

Community college students receive financial aid from state, federal, and private sources, including tuition waivers, grants, loans, and work-study jobs. In 1998 the Board of Higher Education initiated the *Community College Access Grant Program.* Under this program, most students with family incomes of less than $36,000 will pay no tuition and fees and most students from families with incomes between $36,000 and $80,000 will pay only $500 a year. The program is supported by the Commonwealth's FY 1999 commitment of financial aid of $8 million and by the federal government's new *Hope* tax credit.

OBJECTIVE TWO

ARE THE MASSACHUSETTS COMMUNITY COLLEGES IMPROVING STUDENT ASSESS AND ACHIEVEMENT?

The basic mission of the community college segment is to provide access to postsecondary education for all of the citizens of the Commonwealth. Community colleges work hard to remove the traditional barriers that limit participation in higher education. An open admissions policy allows any high school graduate or GED recipient to enroll in an associate degree or certificate program. Those who have not completed high school may enroll if they can demonstrate the ability to benefit. Most non-credit offering are open to any interested individual and do not require a specific level of educational attainment. In fiscal year 1997 more than 160,000 people participated in the courses and programs offered at the 15 community colleges.

Removing barriers of time and place

Community colleges offer courses at times and places that facilitate access. Strategically located across the Commonwealth, no resident is more than a 30-minute drive from one or more of the 15 community colleges. Colleges also offer credit and non-credit courses at offsite locations in order to expand access. In the fall of 1997, nearly 10 percent of all community college students enrolled in credit courses attended classes at a site other then the college's main campus. Distance education initiatives also expand access by allowing students at one campus to enroll in specialized courses offered at another college. Evening and weekend offerings appeal to working adults while intersession and summer offerings tend to serve the more traditional students.

Masscode: The Massachusetts Consortium of Colleges for Distance Education

Four community colleges, Bunker Hill, Middlesex, North Shore, and Northern Essex have partnered with the University of Massachusetts Lowell to implement the Tri-County Learning Web. The fiber optic network, which links the campuses, facilitates two way, real time, interactive audio and video communications. The Learning Web maximizes student access to educational opportunities and facilitates innovative and cost effect course delivery to multiple sites.

Adult Literacy Services at Bristol Community College

Serving a region whose population has low high school completion rates, low levels of English proficiency, and low median educational levels Bristol Community College's (BCC) Adult Learning Center offers a full continuum of Literacy Services, including basic reading and math, English as a Second Language, High School Equivalency preparation and testing, and citizenship preparation. In FY 1997 BCC provided services to 1,657 individuals at 17 business sites and five community settings throughout the region.

Enrollment in credit offerings

In the fall of 1997 there were 67,568 people enrolled in one or more credit courses at the community colleges. While some enrolled to take one course for personal enrichment or to upgrade a job-related skill, others planned to earn an associate degree or certificate. Because students may start in the fall, spring or summer, the total count of students enrolled during the year is much higher. During the 1996–1997 school year there were 98,427 people enrolled in one or more credit courses at a community college, more than in any other sector of public higher education. While this report is based on 1997 data, enrollments have been rising continually since then, including a 7.5 percent increase in enrollment this year.

The characteristics of the students were as diverse as their goals. At the community college, the non-traditional student is traditional. Among the Fall 1997 students, 61 percent were women, 52 percent were over 24 years of age, 62 percent were enrolled part time, 23 percent were members of ethnic and racial minority groups, and 6 percent had a documented disability.

Enrollment in Credit Courses in Massachusetts Community Colleges, Fall 1997

Segment Total			67,568
Berkshire	2,328	Middlesex	6,125
Bristol	5,141	Mount Wachusett	2,832
Bunker Hill	5,886	North Shore	5,131
Cape Cod	3,209	Northern Essex	5,767
Greenfield	2,159	Quinsigamond	4,936
Holyoke	5,322	Roxbury	2,265
Massachusetts Bay	4,418	Springfield Technical	6,283
Massasoit	5,766		

Source: Campus data

Community colleges are the ideal option for the lifelong learner

In 1997, 7,132 students were awarded associate degrees and 1,593 students completed certificate programs

Non-credit offerings range from highly technical courses directly related to job skills, to job readiness programs that prepare people to enter the workforce, to offerings that allow residents to pursue their own special interests. Community colleges also provide continuing education opportunities for various groups of professionals who need to maintain their certification. In fiscal year 1997, 61,625 people enrolled in a non-credit college sponsored educational experience. More than half of those individuals (55 percent) were enrolled in non-credit workforce development courses designed specifically to enhance work related job skills and upgrade competencies.

Annual Enrollment in Non-Credit Courses in Massachusetts Community Colleges, FY 1997

Segment Total			61,625
Berkshire	2,658	Middlesex	8,337
Bristol	8,530	Mount Wachusett	2,885
Bunker Hill	2,131	North Shore	7,262
Cape Cod	2,490	Northern Essex	6,184
Greenfield	2,275	Quinsigamond	4,159
Holyoke	1,978	Roxbury	1,746
Massachusetts Bay	2,861	Springfield Technical	3,828
Massasoit	4,301		

Source: Campus data

Community college students achieve their academic goals

Since community colleges are organized to serve students with diverse goals, no one measure of goal attainment is appropriate. However, at the most basic level, it is reasonable to assume that a student who enrolls in a course plans to complete it. Three of every four students (75 percent) who were enrolled in a credit course at one of the 15 community colleges in the fall of 1997 completed that course with a passing grade.

Placement rates for students who complete career oriented degree programs confirm that students are prepared to enter the workforce in a field related to their program of study. Follow up studies on the 1996 graduates conducted by each of the community colleges found that:

- 84 percent of the graduates of career oriented programs were employed in a related field or enrolled at a transfer institution within one year of their graduation
- 66 percent of the graduates who completed transfer oriented programs reported that they were continuing their education at another college or professional school within one year of their graduation

The Mount Wachusett Community College Honors Program

The Honors Program at Mount Wachusett Community College provides an intellectually challenging academic experience, emphasizing stimulating courses, a high degree of student-faculty interaction, and an interdisciplinary perspective. Students take an Honors English course, complete research, tutoring, or special projects in their field, and take an interdisciplinary Honors Colloquium. Colloquium topics vary each year and have included topics such Literature and Culture, Gender Issues in American Society, Perspectives on Leadership, and Critical Thinking. The program is 9 years-old, has an enrollment of 45 students, and averages 15 graduates per year. It is one of the oldest honors programs in the community college segment, and has served as a model for programs at other campuses.

Another measure of academic attainment for graduates of some career programs is their ability to pass required licensure exams. Traditionally, community college graduates do very well on these standardized tests. It is not unusual for the pass rate for community college graduates to exceed the rate for graduates of four-year colleges. The table below summarizes the type of licensure exams taken by community college students, with the percentage of students who pass these exams.

Performance of Massachusetts Community College Students in Licensing Exams, FY 1997

Programs Requiring State Licensing Exams	% of Students Passing	Programs Requiring State Licensing Exams	% of Students Passing
Cardiovascular Sonography	100%	Medical Laboratory Technician	100
Certified Nurse Aide	100	Nuclear Medicine Technology	100
Clinical Laboratory Science	91	Occupational Therapy Assistant	99
Cosmetology	99	Opthamalic Technology	100
Dental Assistant	93	Phlebotomy	93
Dental Hygiene	99	Physical Therapy Assistant	93
Dental Laboratory Technician	100	Radiation Therapy Technology	100
Diagnostic Medical Sonography	91	Radiography/Radiological Technology	97
Health Information Technology	80	Registered Nursing	92
Home Health Aide	100	Respiratory Care/Respiratory Therapy	79
Licensed Practical Nursing	89	Surgical Technology	100
Medical Assistant	95		

Source: Campus data

OBJECTIVE THREE

DO MASSACHUSETTS COMMUNITY COLLEGES RECRUIT QUALIFIED STUDENTS?

Community colleges are open admissions institutions. Students are eligible to enroll in credit programs if they have a high school diploma or a General Equivalency Diploma (GED), or, if they have neither, if they can demonstrate the ability to benefit through federally mandated tests.

Some qualified students lack college level skills

Because not all applicants have acquired the skills needed to succeed in college level courses, all 15 community colleges require that entering students complete assessment instruments designed to determine their skill levels in reading, writing, and mathematics. Typically, about 40 percent of all entering students score below college level in reading or writing skills. Students who score below college level must successfully complete developmental level courses before enrolling in college level courses in a related discipline. This ensures that students are truly qualified to enter and succeed in associate degree and certificate programs.

In 1996 the Executive Office of the Massachusetts Community College System established the Massachusetts Community College Developmental Education Committee to identify current practices and develop comparable models of assessment and developmental education that would be recommended for implementation at the community colleges. After a year-long study, the committee published and disseminated recommendations that provided a framework for the assessment of all students and for the instruction, advisement, and support of those who need extra academic assistance.

Collaborative programs with state colleges produce qualified students

Two community colleges have established programs that provide developmental level courses for students who do not meet the minimum criteria for admission to a four-year public college. The Gateway program is a collaborative between Quinsigamond Community College and nearby Worcester State College. Entering students at Worcester State who score below college level on assessment tests are encouraged to complete developmental level courses at Quinsigamond. Students may attend a summer academy at the community college or take courses during the fall term. A similar program at Middlesex Community College and the University of Massachusetts Lowell, called Connections, provides a second chance for entry to the University for students who are initially rejected because they lack the necessary skills.

Community College outreach programs foster academic success

Every community college sponsors one or more initiatives that encourage high school and middle school students to maintain their enrollment, pursue a challenging program of study and enroll in post secondary education. Many community colleges offer Upward Bound programs, including the federally funded Upward Bound programs offered at Bristol, Holyoke and North Shore Community Colleges, which provide academic support and enrichment activities for talented low income students who will be the first in their family to attend college. Several colleges offer talent search programs, such as the Mount Wachusett Community College Talent Search program which encourages individuals ages 11–17 to complete high school and to continue their education. The Lynn Educational Opportunity Center operated by North Shore Community College provides information on various post secondary opportunities, financial aid counseling and educational planning services at no charge to over 1,400 first generation college bound clients.

Community colleges all sponsor initiatives that encourage high school and middle school students to maintain their enrollment, pursue a challenging program of study and enroll in post secondary education.

Partnerships encourage young people to prepare for college

Several community colleges have adopted a local school and provide a variety of programs and services for students and teachers. For example, Berkshire Community College and the Sterns Elementary School have become partners in education. Students and faculty from Berkshire provide tutoring in math and reading, sponsor presentations by international students and offer faculty development seminars. The Kids to College Program at Bunker Hill Community College introduces 6th grade students at King Middle School and their parents to higher education. Springfield Technical Community College offers an after school and summer enrichment program for minority students to encourage them to consider careers in teaching. All of these partnerships are designed to inspire students to set high goals and succeed academically so that they will be prepared for college.

WE CARE at Holyoke Community College

Holyoke Community College's (HCC) WE CARE program links HCC student mentors with pregnant and parenting teens enrolled at the CARE center in Holyoke. Mentors provide tutoring and other types of academic assistance while they encourage students to complete high school and consider post secondary education. Field trips to HCC enable students to shadow their mentors and sample classes at HCC. Since most of the mentors are also single parents they provide powerful role models for the young women at the Care Center. Funded by a grant from the Nellie Mae Foundation, the program is being replicated at other sites.

OBJECTIVE FOUR

DO MASSACHUSETTS COMMUNITY COLLEGES RESPOND TO THE SPECIFIC NEEDS OF THE WORKPLACE AS DEFINED BY BUSINESS AND LABOR?

Massachusetts Community Colleges place great emphasis on education for work. College programs are designed to support individuals at every step of their career ladder. Almost two thirds of the students enrolled in the community colleges are pursuing occupational or technical programs, including one- and two-year programs. Many programs allow students to apply a one-year certificate to the related associate degree program. For those planning to earn a baccalaureate degree, articulation agreements and joint admissions programs facilitate entry into four-year colleges.

Programs for Every Step on a Career Ladder

- Two-year occupational and technical programs
- One-year certificates
- Non-credit courses on job related topics
- Customized training for businesses
- Economic development programs
- Articulation agreements and joint admissions programs that provide access to four-year colleges

In addition to the traditional degree and certificate programs, all of the community colleges offer a variety of non-credit learning experiences that are job related. Some of those courses and programs are open to anyone who wishes to enroll; others serve specific groups of individuals who are seeking to enter the workplace. Colleges also enter into contracts with business and industry to provide customized programs for training their current employees.

Eighty-four percent of 1996 graduates of career-related programs were employed in a related field or were continuing their education one year after graduation.

Source: Campus data

Community College graduates enjoy a high placement rate

Individuals who complete career-related associate degree and certificate programs have no difficulty securing employment in the field for which they were trained. A one-year follow up study of 1996 graduates found that 84 percent of the graduates of career-related programs were employed in a related field or continuing their education. Since community college graduates traditionally remain in the Commonwealth, they continue to play a significant role in the workforce. An analysis of alumni records at several of the colleges found that more than 90 percent of all graduates continue to live and work in in the Commonwealth.

Programs that meet employer needs

Community college graduates have little difficulty securing employment because programs are designed to meet the needs of the Commonwealth's employers. Thirteen of the 15 colleges report that they have adopted a formalized process for the periodic assessment of economic and labor market trends to ensure curriculum relevancy and responsiveness. Community colleges have also established advisory boards for 82 percent of the career-related programs. Advisory boards meet regularly to review programs and suggest ways in which courses and curriculum can be enhanced. In addition, most of the community colleges offer cooperative education or internship experiences that give students meaningful experience in their field.

THE NEXT STEP PROGRAM
A New Telecommunications Degree for Bell Atlantic Employees

When Bell Atlantic was seeking a new program for training front line employees, Springfield Technical Community College took the lead in obtaining an $8 million contract from Bell Atlantic to develop a new corporate-specific associate degree program in Telecommunications.

This new degree program is offered at 11 community colleges throughout New England, including, in Massachusetts, Massasoit, Middlesex, North Shore, Quinsigamond, and Springfield Technical Community Colleges. This program, which was developed in collaboration between management and the International Brotherhood of Electrical Workers, is the first Telecommunications degree to be offered by a collaborative of community colleges.

Training and retraining the workforce

Community colleges provide the working adult with numerous opportunities to prepare for career advancement, keep abreast of emerging technology and changing practices, or prepare to enter a new career field. In addition to credit offerings, community colleges also offer a range of non-credit work-related courses. In FY 1997, 33,327 individuals were enrolled in one or more of the 2,898 workforce development and job skills training courses offered by the fifteen community colleges. Non-credit courses ranged from those that served professionals such as Registered Nurses, Certified Public Accountants and teachers seeking to fulfill requirements for maintaining certification to adult basic education and life skills courses for those who lack the minimum skills needed to be employable. Courses range from new computer programming languages to basic job seeking skills.

In FY 1997, 33,327 individuals were enrolled in one or more of the 2,898 workforce development and job skills training courses offered by the 15 community colleges.

Many of the colleges work with the Department of Transitional Assistance to provide training for recipients of Aid to Families with Dependent Children. For example, one welfare-to-work program is the Successful Transition to Employment Program (STEP) offered by Bunker Hill Community College, which combines basic skills training, job specific training and internships in order to prepare participants for full time employment.

National Coalition of Advanced Technology Centers

Massachusetts Bay Community College is an active member of the National Coalition of Advanced Technology Centers (NCATC) and hosts the organization's web site. NCATC is a coalition of postsecondary institutions and non-profit organizations that seeks to promote the infusion of proven advanced technologies in American industries through community and technical colleges and universities. NCATC provides access to the planning and development resources needed to upgrade workforce education.

Customized training partnerships

Massachusetts Community Colleges are recognized by leading corporations as major providers of education and training for high demand occupations. Corporations contract with community colleges to provide educational opportunities for their employees and they invest in research and development initiatives with their community college partners. In 1997 more than 600 companies entered into training partnerships with one or more of the community colleges. Last year, companies invested over $4 million dollars in training programs provided by the community colleges.

Partners in economic development

As active members of their communities, the community colleges are directly involved in activities which foster economic development. Some colleges have taken a leadership role in economic development and have developed innovative projects such as those listed below.

Economic Development Partnerships

The Entrepreneurial Center at Cape Cod Community College
The Entrepreneurial Center is a partnership between the Business Division of Cape Cod Community College and the Bank of Boston. It serves individuals seeking to start a new business or expand an existing business on Cape Cod. The Center provides seminars, access to resources on business start-up and growth, and an economic resource center which maintains databases and research studies on the area.

Lowell Small Business Assistance Center at Middlesex Community College
Operated by Middlesex Community College, Community Teamwork, Inc., the Lowell Enterprise Community, the City of Lowell and the U.S. Small Business Administration, the Small Business Assistance Center is an educational and financial resource center for small businesses, aspiring entrepreneurs and students. The Center offers free professional consulting, counseling, training, meeting space, and a comprehensive library of software, video and print reference materials. The Center is the most comprehensive business assistance center in New England and the only one north of Boston.

The Technology Park at Springfield Technical Community College
Located on the campus of Springfield Technical Community College, the Technology Park is designed to promote new high tech business growth in the urban core of Springfield. The Park is the site of the Bell Atlantic Next Step Training Center for New England and the National Science Foundation Advanced Technology Center in Telecommunications. In addition, the Park houses nine small businesses that employ a total of 400 people. Expansion plans include a $3.5 million small business incubator center that will accommodate 20 start-up companies.

OBJECTIVE FIVE

HOW DO MASSACHUSETTS COMMUNITY COLLEGES IMPROVE THE QUALITY OF LIFE IN THE COMMUNITIES THEY SERVE?

Community colleges are good citizens. All of the 15 community colleges offer a variety of services and activities that enrich the community as well as the individuals who live in their service areas. The open admissions policy which allows individuals to enroll in credit courses as well as the wide range of non-credit offering at each institution provide opportunities for individuals to pursue their special interests. Each term, countless individuals enroll in foreign language, art, music and other courses, which are intellectually challenging and rewarding. Each week, community colleges offer non-credit workshops and seminars on topics ranging from parenting skills to computer applications to gardening.

Community colleges share their resources

Community colleges make a special effort to share facilities and expertise with the individuals and organizations in the communities that they serve. Nonprofit organizations and government agencies often reserve classrooms and meeting space for conferences, staff training, and various other types of meetings. Public hearings and meetings are frequently hosted by community colleges. Area schools as well as community sponsored athletic teams often use playing fields or physical education facilities at community colleges. College museums and art galleries as well as theatre and music programs contribute to the cultural life of the community. Colleges also encourage members of the community to use their libraries, which often include resources not available at the local public libraries.

Community colleges make a special effort to share facilities and expertise with the individuals and organizations in the communities that they serve.

Community colleges provide specialized services to the community

Building on the expertise and facilities that support instructional programs, community colleges sponsor programs and services that enhance the quality of life in the cities and towns in their service areas. Programs include access to health care services, leadership development initiatives, and enrichment programs for children. The projects on the following page are representative of those offered at the community colleges.

Service Learning

Service learning projects at all of the community colleges link students enrolled in specific courses with community service opportunities. Community college students serve as tutors in literacy programs, participate in the America Reads program, volunteer at local hospitals and elementary schools, help nonprofit agencies with computer databases and research projects, or participate in other projects that apply their college coursework to community needs.

Projects That Reach Out

Berkshire Community College's Leadership Program

The Berkshire Leadership program, sponsored by Berkshire Community College, identifies and empowers leaders from diverse backgrounds to address future community challenges and improve the quality of life in Berkshire County.

Bunker Hill Community College's Voluntary Income Tax Assistance Program

Bunker Hill Community College's (BHCC) Department of Business Administration offers, through its Accounting Option program, the Voluntary Income Tax Assistance (VITA) program. The program provides second year accounting students the opportunity to practice their accounting skills by preparing income tax returns for members of the public, free of charge. For the most recent tax year (1997) BHCC students prepared 5,107 returns for area residents.

Holyoke Community College's DARE Summer Day Camp

More than 400 "at risk" 5th grade students participate in the DARE summer day camp sponsored by Holyoke Community College, the Holyoke Police Department, and the Massachusetts State Police.

Massachusetts Bay Community College's Wellesley Symphony Orchestra

The Wellesley Symphony Orchestra has been in residence at Massachusetts Bay Community College since 1984. The orchestra offers classical, modern and popular music concerts on Sundays and holidays at the college's MacKenzie Auditorium. Performances are open to the public.

Massasoit Community College's Senior Center

The Senior Center at Massasoit Community College provides opportunities for hundreds of seniors to socialize, take academic and recreational courses, and participate in experiences such as the senior chorus and orchestra, the senior net computer program and trips to New York, Washington and Europe.

Middlesex Community College's Early Childhood Education Program

The Early Childhood Education program worked with community agencies and government officials to plan, fund and operate a state assisted affordable, high quality child care program for Lowell area families.

North Shore Community College's Physical Therapy Clinic

North Shore Community College operates a community based Physical Therapy Clinic affording low cost high quality physical therapy services to residents of the North Shore area.

Northern Essex Community College's Gallaudet University Regional Center

Northern Essex Community College brings the resources of Gallaudet University, the world's only liberal arts university for deaf and hard of hearing people, to at least 4,000 individuals each year. The center provides services for hard of hearing youth, families with deaf and hard of hearing children and professionals who work in the field.

Roxbury Community College's Presidential Lecture Series

The Presidential Lecture Series at Roxbury Community College features leading experts on issues related to the social and economic mobility of minorities.

OBJECTIVE SIX

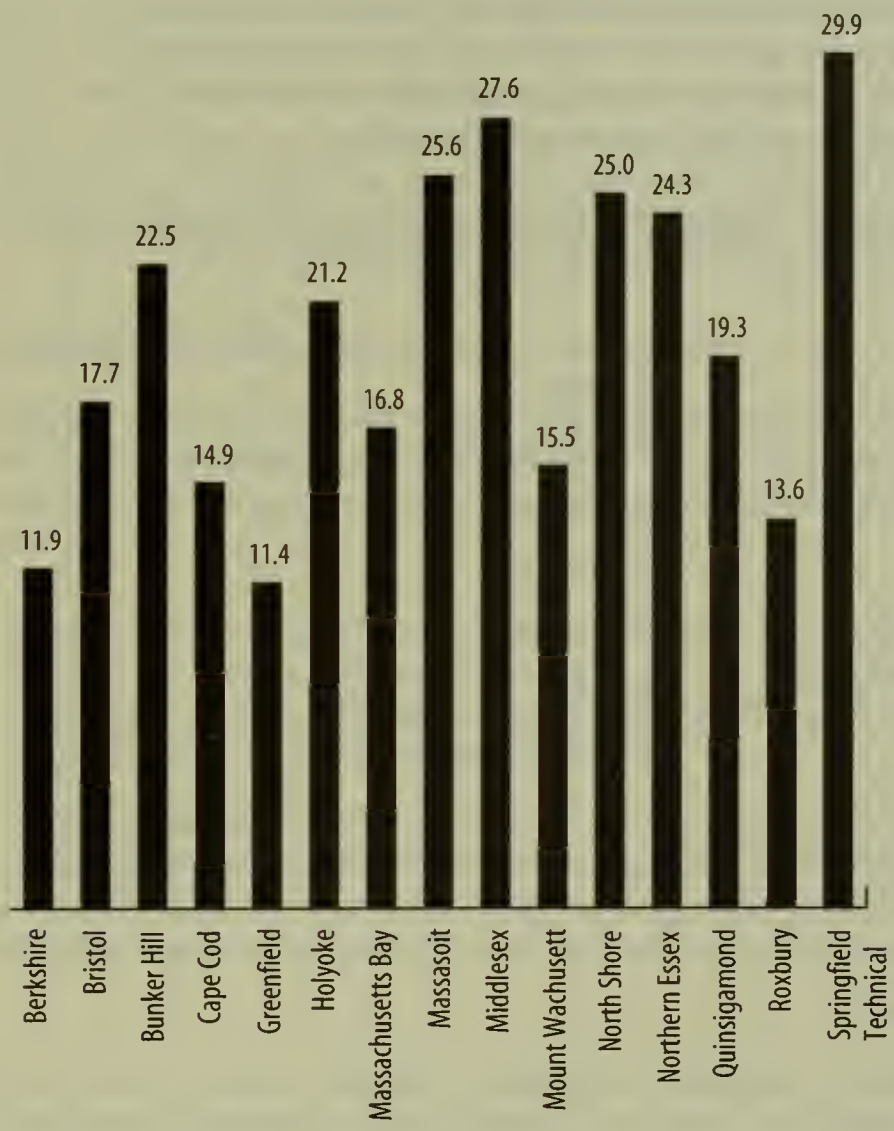
DO THE MASSACHUSETTS COMMUNITY COLLEGES USE THEIR RESOURCES IN A COST-EFFECTIVE MANNER AND MANAGE THEIR CAMPUSES EFFECTIVELY?

Community colleges are cost effective institutions that devote the bulk of their resources to instruction and support services which provide direct and immediate benefit to students. These institutions provide direct instruction at a lower per student cost than the state colleges or University.

Educational and general expenditures

In FY 1997 the fifteen community colleges expenditures for educational and general expenditures totaled $297,220,362. Expenditures at each campus reflect total enrollment, size and scope of facilities, and types of programs offered.

Educational and General Expenditures at the Fifteen Community Colleges, FY 1997
in ($) millions



Source: IPEDS

Resource allocation

On a segment basis, community colleges devote only 15 percent of their total educational and general support to institutional support. Institutional support includes those expenditures which are usually associated with administration of those functions which impact or support the entire institution such as the operation of the President's office and all of the functions associated with Administration and Finance and Institutional Development, including security services. The percentage of total educational and general expenses at each college which are devoted to institutional support are impacted by the size of the institution and the complexity of the various functions.

Community colleges devote a larger share of their resources to instruction than do other segments of higher education.

Community colleges devote a larger share of their resources to instruction than do other segments of higher education. Costs for instruction include the direct costs of classroom, distance education, and tutorial instruction provided by college faculty to its students. Enrollment, the assortment and type of programs offered, the type and scope of student and community support services, and the relative proportion of part time and full time faculty are examples of factors that affect the percentage of funds allocated for instructional costs at each institution.

Community colleges devote only 15 percent of their total educational and general support to institutional support

Source: IPEDS

Instructional Costs as a Percentage of Educational and General Expenditures, FY 1997

Segment Total			45%
Berkshire	44	Middlesex	42
Bristol	48	Mount Wachusett	43
Bunker Hill	45	North Shore	42
Cape Cod	43	Northern Essex	48
Greenfield	43	Quinsigamond	47
Holyoke	49	Roxbury	49
Massachusetts Bay	40	Springfield Technical	46
Massasoit	47		

Source: IPEDS

Adaptation and renewal

The Massachusetts Community Colleges are committed to allocating funds to ensure that buildings and facilities are adequately maintained in a manner that supports an appropriate and contemporary assortment of programs and services. In FY 1999 the colleges used a minimum of 4 percent of their operating budgets for adaptation and renewal. Additional state funding is still needed to maintain college facilities in order to provide a safe, quality learning environment.

OBJECTIVE SEVEN

ARE MASSACHUSETTS COMMUNITY COLLEGES COLLABORATING WITH OTHER PUBLIC AND INDEPENDENT COLLEGES?

Preparing students to transfer to baccalaureate degree granting colleges and universities is a core mission of community colleges. At one time, community colleges could fulfill the transfer mission by simply offering the first two years of a liberal arts baccalaureate degree education to full-time traditional age students. Today, community colleges serve a diverse population with a wide range of skills and educational goals. Fulfilling the transfer mission requires a more complex and creative set of academic options including articulation and joint admissions agreements, curriculum development collaborations, cross-registration opportunities and pathway programs for academically under-prepared students. Massachusetts Community Colleges provide these opportunities through partnerships with other community and four-year colleges in the Commonwealth, the region and the nation.

Partnerships that facilitate transfer opportunities

In 1996–1997, 4,424 community college students were enrolled in a joint admissions program with a state college or the University. Students who complete an approved associate degree program with a grade point average of 2.5 or higher are guaranteed admission at a state college or University of Massachusetts campus of their choice. In addition, 1,062 transfer articulation agreements were in effect between Massachusetts Community Colleges and public and independent baccalaureate degree granting institutions. These agreements simplify the transfer process by guaranteeing admission and specific transfer credit to students who meet the terms and conditions of the agreement.

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Collaborative projects that promote planning and sharing of resources

Across the Commonwealth, community colleges are working together and with other public and independent colleges to implement innovative projects to expand access to higher education, develop curricula, improve instruction, and provide new types of services. The following examples are representative of the ways in which community colleges collaborate with other higher education institutions.

- Bunker Hill and Roxbury Community Colleges collaborate with the Boston Public Schools and the University of Massachusetts Boston to identify potential teachers and provide them with the encouragement, specialized advising, joint admissions opportunities and tuition waivers. Graduates of the community colleges are ensured of a smooth transition to the teacher preparation programs at the University.
- The RN/BS Mobility Project brings together the four western Massachusetts Community Colleges (Berkshire, Greenfield, Holyoke, and Springfield Technical) with the School of Nursing at the University of Massachusetts Amherst. The project provides a seamless path for community college nursing graduates seeking a baccalaureate degree. PictureTel interactive video technology allows working RN/BS students to take upper level courses at the community college sites.

- The Southeastern Association for Cooperation in Higher Education in Massachusetts (SACHEM) facilitates regional planning and provides cross registration opportunities for students at Bristol, Cape Cod and Massasoit Community Colleges and six public and independent four year colleges. Holyoke and Springfield Technical Community Colleges participate in the Consortium of Colleges of Greater Springfield, which links the public and independent colleges of Greater Springfield. Quinsigamond participates in the Worcester Consortium with nine other colleges located in greater Worcester. Middlesex, North Shore, and Northern Essex Community Colleges, along with eight other colleges and universities, participate in the Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM).

Massachusetts Community Colleges are leaders in regional and national projects that bring together groups of colleges to develop and implement new curricula or instructional methods. Three exemplary projects are described in the box below.

Three collaborative projects of regional and national significance

Project AQUA and Bristol Community College

Bristol Community College has partnered with the University of Connecticut in Project AQUA to promote regional aquaculture interests. Under the leadership of the New England Board of Higher Education, Bristol will develop an aquaculture curriculum pathway from secondary school to the community college with access to four-year degree programs. The college will also develop a "aquabusiness" certificate program to prepare entrepreneurs for business ventures in aquaculture.

Lucent Technologies Foundation and Northern Essex Community College

Northern Essex Community College is the only community college in the nation selected to participate in all three phases of a national project sponsored by Lucent Technologies Foundation to design a community college curriculum to improve the skills of manufacturing workers in high performance companies. In addition to developing and testing curriculum, Northern Essex will partner with Lucent Technologies and Johns Hopkins University to build a series of CD-ROMs to help learners apply academic knowledge and acquire the SCANS skills required by high performance companies.

The Northeast Center for Telecommunications Technology at Springfield Technical Community College

Springfield Technical Community College (STCC) was selected by the National Science Foundation (NSF) as a National Center for Excellence for Advanced Technological Education. A $5 million grant from NSF was awarded to the college to establish the Northeast Center for Telecommunications Technology (NCTT). To that end, STCC leads a consortium of 5 universities, 14 community colleges (including Bristol and Mount Wachusett Community Colleges), 14 high schools, and business and industry partners in New England and New York which is developing and implementing a 2+2+2 curriculum in telecommunications engineering.

OBJECTIVE EIGHT

DO MASSACHUSETTS COMMUNITY COLLEGES SUPPORT THE COMMONWEALTH'S K–12 SYSTEM?

Massachusetts Community Colleges work collaboratively with school districts in their geographic service area. A variety of educational and cultural programs support curriculum development and expand the resources available to teachers in the K-12 system. In many rural areas, the community college provides a computer network and technology support services that enable K-12 students to access the Internet. Community colleges also sponsor re-certification programs and other professional development activities for teachers.

Initiatives such as Tech Prep create a seamless path from career oriented and vocational programs in high schools to the community college.

Community colleges also sponsor programs that expand access to higher education. Some programs such as Upward Bound and Talent Search provide direct services to K-12 students. Several colleges also sponsor high school programs which serve "at risk" students in their communities. Dual enrollment allows high school students to earn college credit while completing requirements for high school graduation. Initiatives such as Tech Prep create a seamless path from career oriented and vocational programs in high schools to the community college. In many cases, Tech Prep students enter with advanced standing or receive college credit for competencies mastered in high school. The community colleges are also members of local School to Work partnerships, collaborating with area high schools on school-based and work-based learning projects.

Innovative projects with K-12 transform and enrich educational opportunities

Massachusetts Community Colleges provide leadership and resources for projects that enrich the K-12 programs in their service area. Some projects provide direct services for students; others emphasize curriculum and instructional development. Several projects are of national significance.

- Project Forward at Cape Cod Community College provides an introductory part-time college and job training program for students with disabilities. Students can complete two-year certificate programs in Modern Office Technology, Basic Food Service Preparation, Institutional Maintenance and Landscaping, and Basic Retail. In 1997 the project was recognized as an "Exemplary School to Work Model" by the Department of Education.
- The Upper Valley Foreign Language Collaborative, sponsored by Greenfield Community College, provides support and professional development for area K-12 language teachers. The collaborative sponsors guest speakers, facilitates the exchange of classroom materials, promotes foreign language weeks and helps with the continuing development of the Foreign Language in Elementary Schools program.
- STEMTECH, funded by the National Science Foundation, brings together 26 school systems and colleges, in a collaborative organized by the University of Massachusetts Amherst. The program is designed to develop a more student-centered approach to instruction in science, math and engineering. Greenfield, Holyoke, and Springfield Technical Community Colleges participate in this curriculum and instructional development program.
- Middlesex Community College (MCC) provides direct services to the Lowell Public Schools through a collaborative initiative supporting the more than 350 paraprofessionals in the K-12 system. MCC has launched a comprehensive educational program to strengthen the knowledge and skills of this diverse group of individuals who support classroom teachers and the system's most vulnerable students.
- Massasoit Community College offers a weekly after-school academic enrichment program for 35-45 "at-risk" ninth grade students at Brockton High School. This highly successful program offers on-campus learning experiences as well as career, leadership, and values exercises. Academic units include field trips to related museums in the Boston area.
- At Quinsigamond Community College, college students volunteer as tutors in the Quinsigamond After School Tutoring Program. This project is sponsored by the college through a grant from the Massachusetts Campus Compact. College students work in three elementary schools in Worcester, providing tutoring in academic skills and assisting students with projects.
- Theatre at the Mount brings theater to approximately 6,000 students in grades K-12. Students in over 60 schools throughout Worcester County and Western Massachusetts attend Mount Wachusett Community College Children's Theatre.

OBJECTIVE NINE

ARE MASSACHUSETTS COMMUNITY COLLEGES SECURING ADDITIONAL REVENUE FROM PRIVATE SOURCES?

Although the Massachusetts Community Colleges have been extraordinarily successful in securing competitive grants from government agencies, corporations and private foundations in order to develop new capabilities or secure instructional equipment, until recently, most of the colleges had not aggressively pursued fund raising in the private sector. However, all of the community colleges had established affiliated foundations for the purpose of soliciting and managing gifts from individuals and corporations and most of the colleges had an alumni program that included some type of an annual request for support. Unlike the state colleges and University, the community colleges development offices were not well staffed. Typically, private sector fund raising was only one of the many responsibilities of a full or part-time resource development officer or alumni director.

At the end of the first year of the Endowment Incentive Program, the 15 community colleges had raised $6,139,293 in private support, which qualified for $3,036,389 in matching funds, well in excess of the $2,640,000 target that was established for the community colleges.

A cooperative effort to build capacity

The passage and funding of the Higher Education Endowment Incentive Program in the summer of 1996 motivated each of the 15 community colleges to devote more time and resources to developing private fund raising capabilities. When the community colleges first began seeking highly competitive federal grants, they quickly realized that they could significantly increase their funding rate if they worked together to share successful proposals. Building the capacity to raise funds from the private sector would require the same type of cooperative effort.

In fall 1996 the Executive Office of the Massachusetts Community Colleges worked with The Clements Group to provide three days of training in *Conducting a Successful Major Gifts Campaign.* The first day of training included five representatives from each college, the President, a trustee, a foundation board member and two members of the development staff. Subsequent sessions were designed for the development staff. Senior development officers at all of the colleges continue to meet to share successful strategies.

Cooperation fosters success

At the end of the first year of the Endowment Incentive Program, the 15 community colleges had raised $6,139,293 in private support, which qualified for $3,036,389 in matching funds, well in excess of the target of $2,640,000 that was established for the community colleges. Twelve of the 15 colleges met or exceeded their targets. Colleges secured gifts of equipment and other in-kind items from business and industry as well as gifts of cash to establish endowments, fund renovations to facilities or acquire instructional equipment. When matching funds were reallocated from those colleges who did not qualify for the amount allocated for their campus, community colleges received a supplemental allocation of $410,163.

Total Gifts Eligible for Endowment Match, FY 1997

Segment Total	$6,139,288
Berkshire	244,325
Bristol	367,387
Bunker Hill	162,287
Cape Cod	582,091
Greenfield	420,474
Holyoke	371,292
Massachusetts Bay	540,817
Massasoit	352,495
Middlesex	486,981
Mount Wachusett	477,163
North Shore	358,959
Northern Essex	367,406
Quinsigamond	482,653
Roxbury	235,351
Springfield Technical	689,607

Source: Campus data

CONCLUSION

The long-term value of any segment that seeks to measure performance is that it provides baseline data which can be used to determine the impact of new initiatives. Efforts to enhance performance should spring from each institution's commitment to self improvement. Even the most effective and high performing institution can improve. Each year brings changes in the community, the needs of employers and student interests that provide new opportunities to create an even more effective and responsive community college.

Multiple efforts to evaluate performance

The Performance Measurement System will be one of several parallel and complementary efforts to evaluate performance and effectiveness. The New England Association of Schools and Colleges has adopted standards that require member institutions to establish standards of institutional effectiveness and to regularly evaluate the level at which they are achieving those standards. Another standard requires member institutions to clearly define student outcomes and to put in place a system that enables an institution to determine if those outcomes are being attained. The federal Vocational Education Act requires that institutions that receive federal funds for vocational programs conduct follow-up studies and document student outcomes.

Immediate benefits of the Performance Measurement System

The data collected to support this report have been shared across the segment and some colleges have instituted new data collection policies or processes to ensure consistency. Even the process of identifying indicators of performance has prompted the individual institutions and the segment to agree on data elements and data definitions. It has also revealed the need to collect new data in order to better document effectiveness. In some cases institutions need to be able to quantify activities or performance measures. In others there is a need for more qualitative data to truly explain the impact of the institution and its effectiveness in terms of student achievement or employer satisfaction.

In order to better evaluate student goal attainment, the community college segment plans to undertake a statewide survey of individuals who left the community colleges before completing their degree. Since students enroll in community colleges for a variety of reasons, persistence and graduation may not be the only indicators of student satisfaction and goal attainment. By surveying a statistically sound sample of these students about why they enrolled, why they left, and whether they attained their goals, the colleges can better document student success.

Several institutions have already taken steps to improve effectiveness in light of the data collected for the Performance Improvement report. Some colleges have created new advisory boards and developed job descriptions for those bodies as well as policies related to regular meetings. Other colleges have taken steps to enhance their capability to collect and report data to the college community as well as external groups. Other institutions have become more proactive in their efforts to develop strong and mutually beneficial relations with the business community or with the K-12 systems in their service area. In addition, new performance indicators have been identified and will be included in the 2000 study.

This report provides a context for the legislature and others to understand how the Massachusetts Community Colleges are carrying out their mission. Since some measures also include data on individual institutions, there is some opportunity to compare institutions. However, although the 15 community colleges share a common mission, each also has its own distinctive mission and serves a group of communities and students that have different needs and goals. Comparisons that do not consider the context may be misleading. The real value of the Performance Measurement system is long term. Subsequent reports will show the impact of both institution and segment efforts to become even more effective and responsive to the needs of the Commonwealth, the communities in their service area and the citizens who participate in the higher education system.

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